Assessment in 5 Easy Steps

Fall 2020 Assessment Workshops

October 30, 2020

Workshop Goals

- As a result of this workshop, you will be able to:
  - Describe *(and apply)* the five stages of the **assessment cycle.**
  - Review **ILOs** and the **5 Core Competencies** by WASC
  - Differentiate between **indirect and direct** assessment measures and learn other assessment vocabulary
  - Discuss the use of **rubrics**
  - Locate existing sources of **data** to inform program improvement.
  - *Formulate a program/course* ***assessment plan.***

Assessment is more than Accreditation

ALL instructors do some form of assessment!

What is needed is "*meaningful assessment*" (intentional & purposive)

- Knowledge, Skills, Attitudes/Behavior

May be achieved via support from peers, department, college and University; input from students/alumni; collaborations with community partners—*Culture of Assessment*

Assessment is more than Accreditation

"Without data, you are just another person with an opinion"

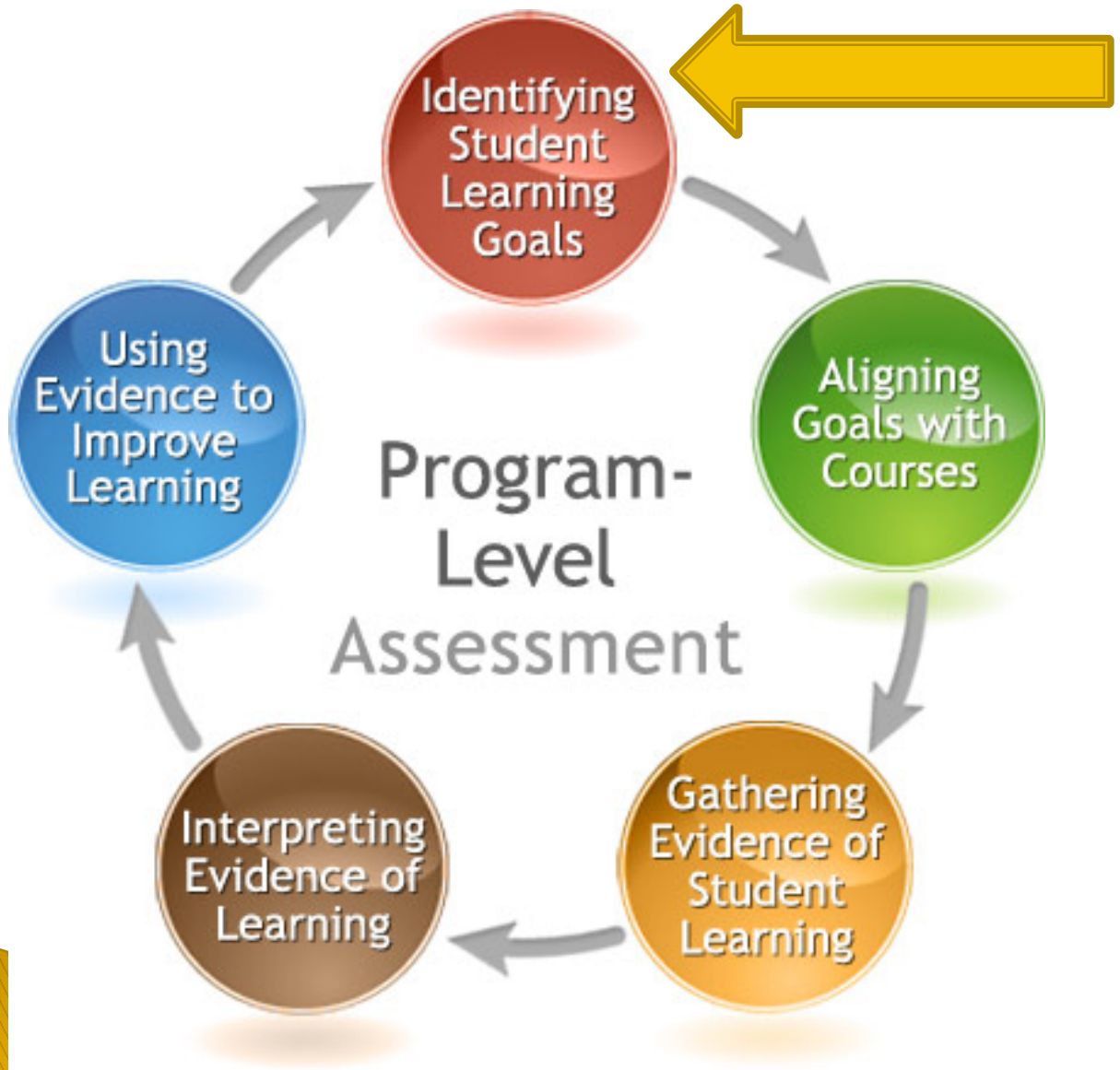
- *W. Edwards Deming*

- To **confirm, diagnose, and improve**
- To inform **decision-making**
- To demonstrate **effectiveness**
- To support **accountability**/compliance requirements

Assessment is more than Accreditation

- Improve **student learning and success**
- Data-driven **culture of evidence** instead of anecdotes and opinions
- Inform **curriculum revision**
- Communicate the **value of our program** to our students and the public
- Program review and WASC **Accreditation**

The Assessment Cycle: Stage 1



What do we want our students to learn and/or our units to accomplish?

Program Learning Outcomes (PLOs)

Measurable Goals!

Measurable PLOs

NON-EXAMPLES OF MEASURABLE OUTCOMES

- Knowledge: The student will understand the relationship between theory and practice.
- Skill: Critical Thinking.
- Attitude: The student will enjoy music.

EXAMPLES OF MEASURABLE OUTCOMES:

- Knowledge: The student will analyze output of impaired speech production perceptually or instrumentally.
- Skill: The student will assess a child's knowledge of word recognition strategies using an informal reading inventory.
- Attitude: The student will demonstrate self awareness through the identification of internal values, strengths and weaknesses, and the initiation of change by utilizing resources for personal and professional growth.

PLOs: Questions to Consider

- What are the **needs of our graduates** upon completion of a degree in our discipline?
- Are there specific accreditation or certification requirements for our **department and/or college**
- Are there any recommendations for goals that have been developed by **professional organizations** in our field that are aligned the goals we want graduates to achieve?
- Are there any recommendations made by **business and industry** that could translate into goals for our program?
- Have **peer institutions** published goals that might be appropriate for our graduates?

The Assessment Cycle: Stage 2



How are your PLOs measured across your courses and to what degree?
I, P/D or M
Course Mapping SLOs

Sample Curriculum Map

- Identify which PLOs will be **Introduced** (I), **Practiced/Developed** (P/D), and **Mastered** (M) in each course

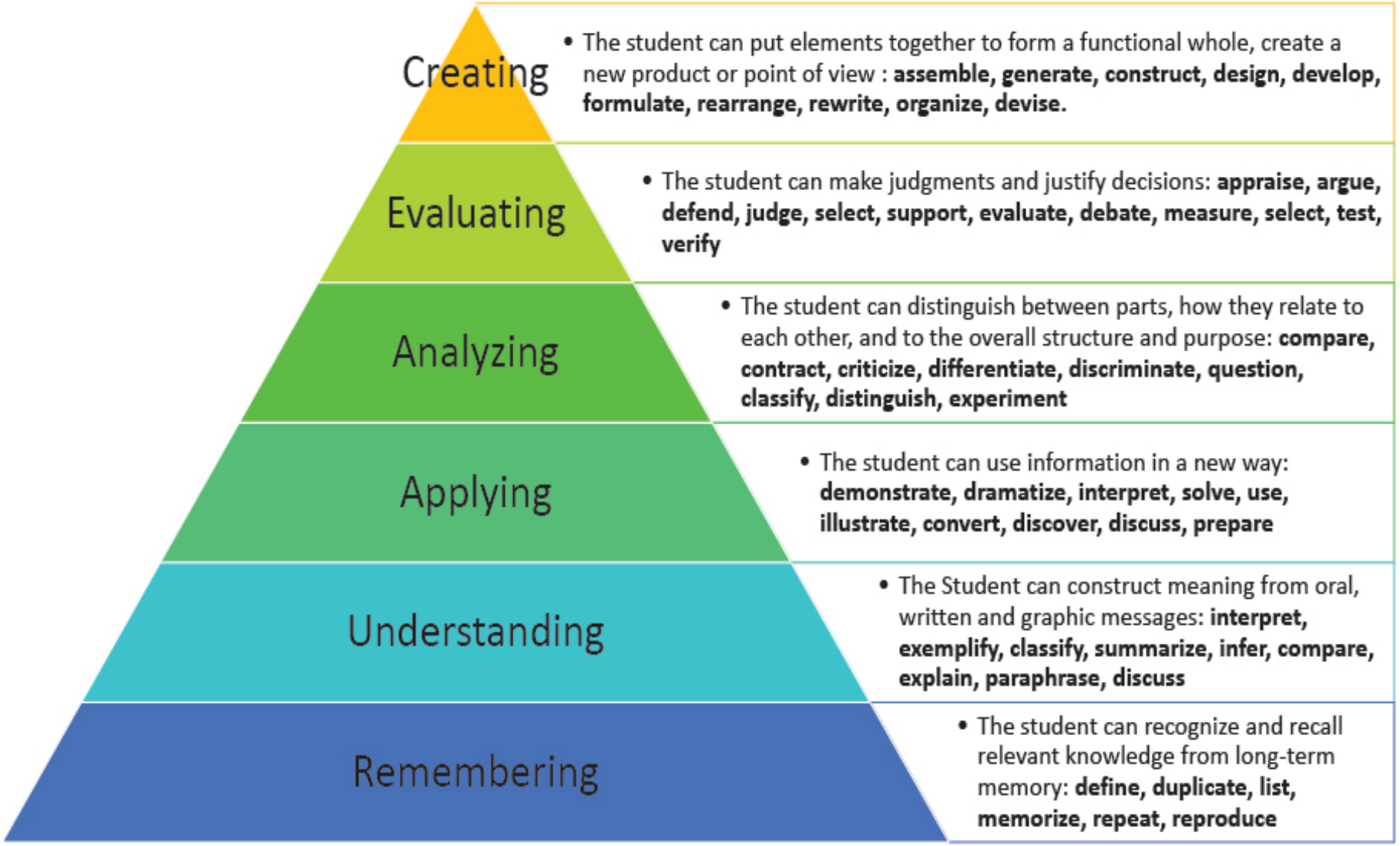
PLO	1010	1020	2010	2020	3010	3020	4010	4020
1	I	I/P			P/D		P/D	M
2		I	I/P			P/D	M	
3	I			P/D		P/D		M
4		I	I/P		P/D		M	

PLOs vs. SLOs

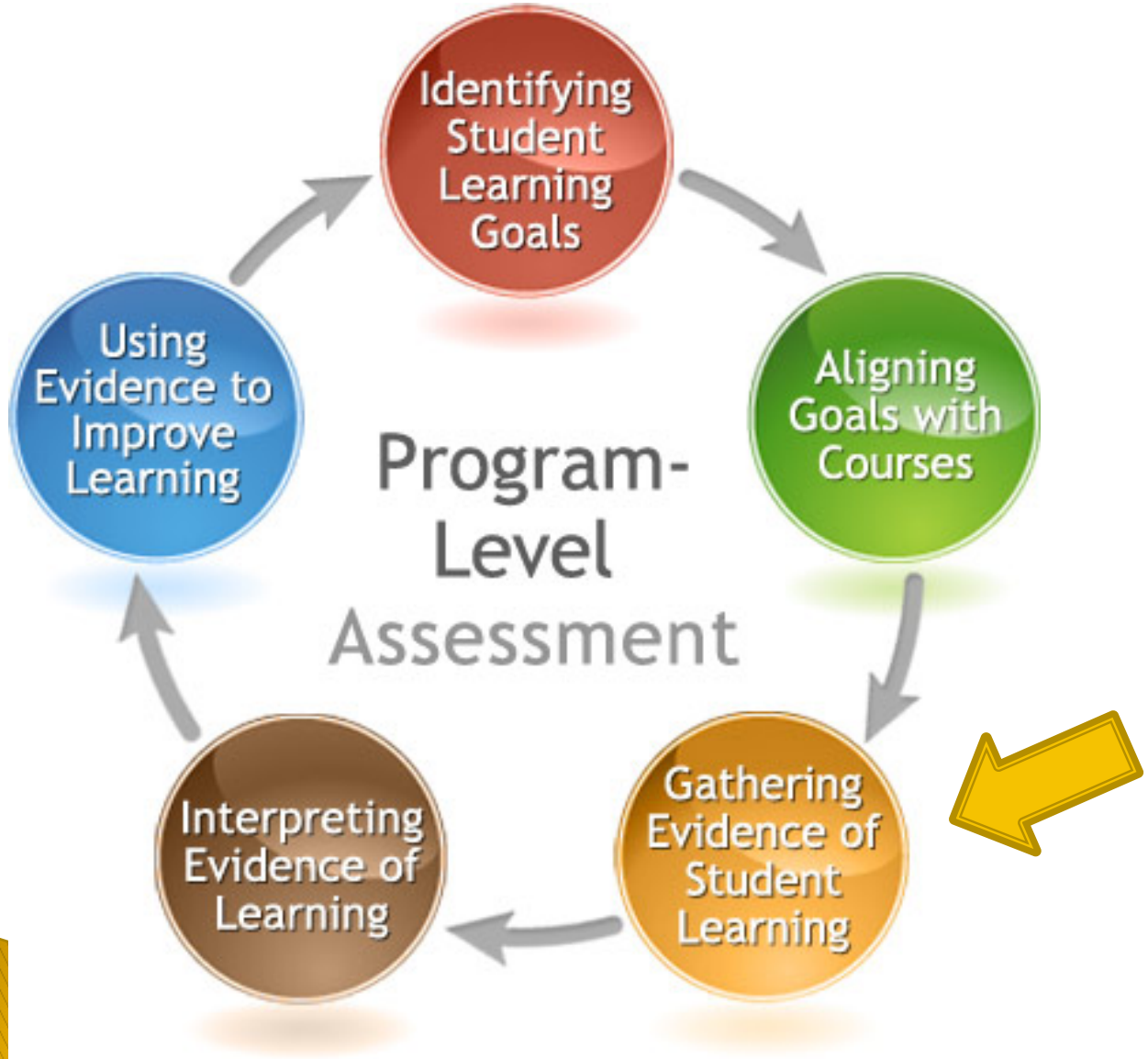
- Helps to know which PLO your course is measuring and at what level
  - Introduced (I);
  - Practiced/Developed (P/D);
  - Mastered (M)

- PLOs usually include the higher order outcomes as compared SLOs *(see Bloom's Taxonomy)*

Bloom's Taxonomy



The Assessment Cycle: Stage 3



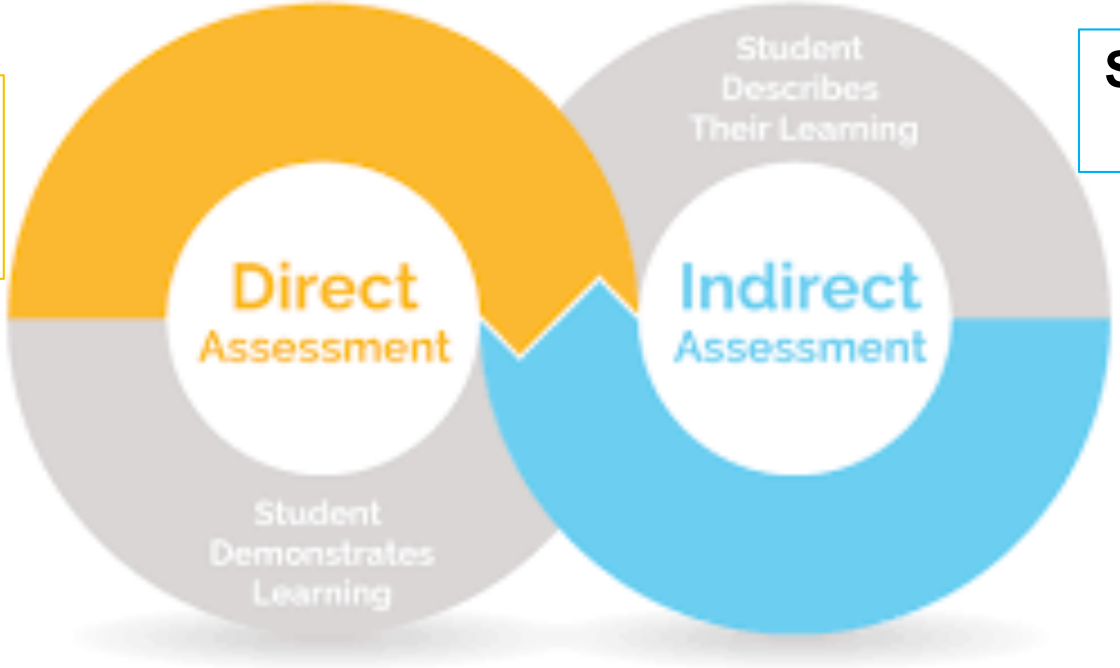
How are we doing?
How do we know?
What evidence do we need to know to determine whether we are successful?

Data Collection

- **Assessment workshop: November 6, 2020**
  - Types of assessment data; tools including program and course level
  - Qualtrics—build surveys
  - Formative assessment tools
  - Canvas
  - Tap on existing data sources (IE dashboards and Other sources)

Methods of Assessment

Student demonstrates their learning



Student describes their learning

- **Indirect** assessment measures of student learning
  - Student opinion or alumni surveys
- **Direct** assessment of student learning
  - Classroom-based assessments and assignments
  - Rubrics

Direct Methods of Assessment

- Capstone Products, Theses, Dissertations
- Comprehensive Exams
- Pass Rates on Certification or Licensure Exams
- Published (Standardized) test (e.g., Major Field Test)
- Term Papers or Projects
- Class Oral or Poster Presentations
- Off-campus Presentations (for clients, agencies, etc.)
- Case Studies
- Portfolios
- Artistic Performances, Recitals, & Products
- Oral Exams or Competency Interviews
- Simulations
- Embedded Questions in Course Exams

Indirect Methods of Assessment

- Graduation or Completion Rates
- Placement Rates
- Student Survey
- Student Interviews or Focus Groups
- Alumni Survey
- Employer Survey
- Faculty Survey
- Exit (end of program) Survey or Interviews
- Reflection Essays
- Diaries or Journals
- Data from Institutional Surveys (NSSE)
- Curriculum/Syllabus Analysis

More Vocabulary: Some Assessment Choices

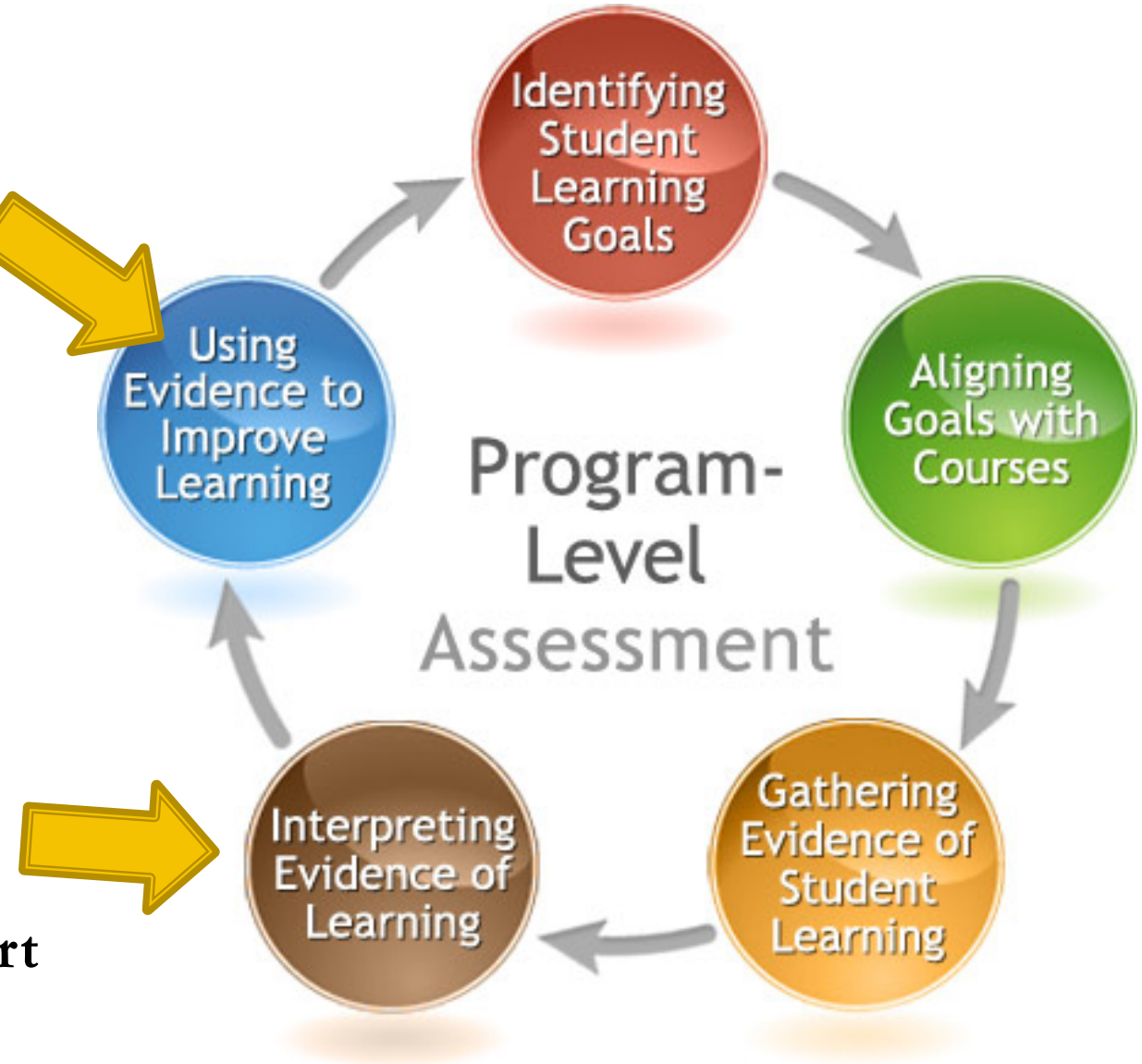
Summative vs. Formative Assessment

- ***Formative assessment*** occurs during the learning experience, providing feedback to students and the teacher about student learning progress in relation to intended learning. It contributes to the "formation" of student learning along a learning path
- ***Summative assessment*** occurs at the conclusion of the learning experience (e.g. course/program), summarizing student knowledge and abilities to that point. It provides information to affirm student achievement and/or to inform subsequent offerings of that course/program

The Assessment Cycle: Stages 4 & 5

What changes are we making?
Are the changes working?
How are we documenting the assessment AND improvement activities/results?
Assessment Plan

How do we use data to confirm/improve our practices?
Annual Assessment Report



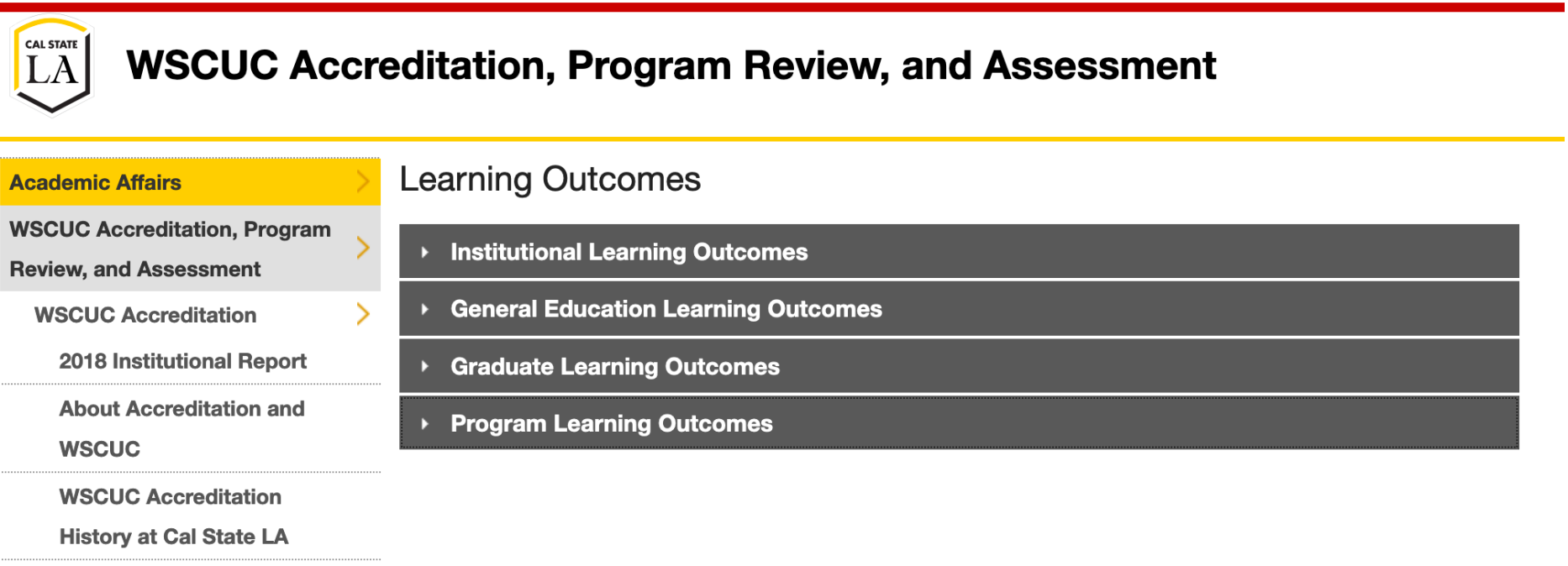
Program Level Assessment
5 Easy Steps

1. Pick a PLO (Program Learning Outcome) that is a priority or based on your 5 year Assessment Plan.
2. Examine existing data.
   - Data from Institutional Research
   - University assessment results (info literacy, oral communication…)
3. Formulate a plan to collect more useful data.
   - Capitalize on assessments faculty already use
4. Collect and analyze data.
5. Discuss and close the loop.


How Are We
Doing?

Assessment Webpage

https://www.calstatela.edu/apra/learning-outcomes



Institutional Learning Outcomes at Cal State LA

- ***Knowledge: Mastery of content and processes of inquiry***
  - CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.
- ***Proficiency: Intellectual skills***
  - CSULA graduates are equipped to actively participate in democratic society. They are **critical thinkers** who make use of **quantitative and qualitative reasoning**. They have the ability to **find, use, evaluate and process information** in order to engage in complex decision-making. They read critically, **speak and write** clearly and thoughtfully and communicate effectively.
- ***Place and Community: Urban and global mission***
  - CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.
- ***Transformation: Integrative learning***
  - CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

The Big Five Core Competencies as Defined by WASC

- **Critical thinking**
  - the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth.
- **Quantitative Reasoning**
  - the ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods.

The Big Five Core Competencies as Defined by WASC

- **Oral Communication**
  - communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience. Oral communication may include speeches, presentations, discussions, dialogue, and other forms of interpersonal communication, either delivered face to face or mediated technologically.
- **Written Communication**
  - Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms or genres. Successful written communication depends of mastery of conventions, faculty with culturally accepted structures for presentation and argument, awareness of audience and other situation-specific factors.

The Big Five Core Competencies as Defined by WASC

- **Information Literacy**
  - according the Association of College and Research Libraries, the ability to "recognize when information is needed and have the ability to locate, evaluate, and use the needed information" for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.

Activity #1: PLOs

http://www.calstatela.edu/apra/learning-outcomes

- Which PLOs are your department's strengths?
- Which are your weaknesses?
- What is one question you would most like to answer with regard to your PLOs?

Existing Data Sources from Institutional Effectiveness (IE)

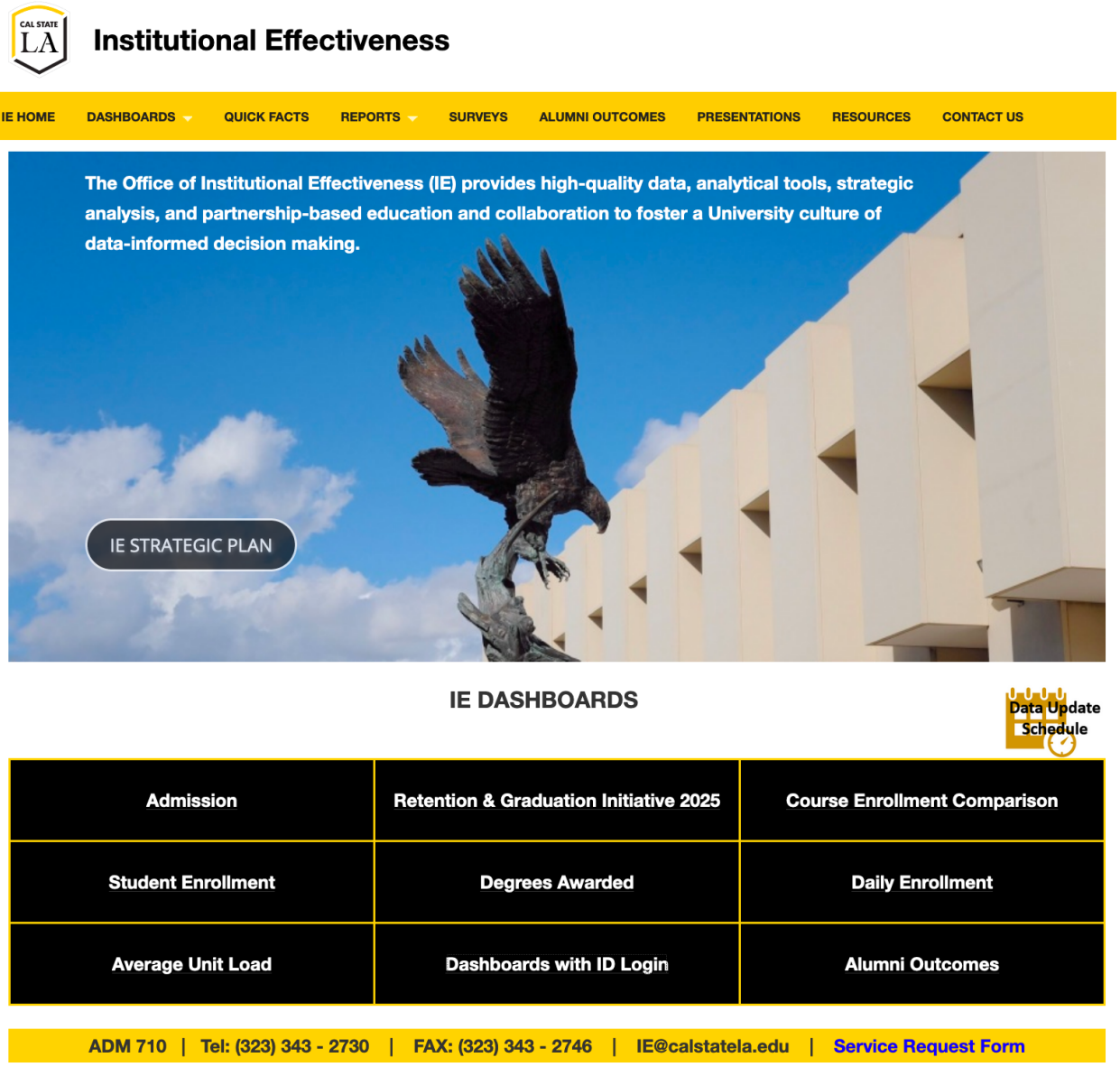
- Interactive reports of enrollment trends and graduation rates by gender and ethnicity
- Admission and course data, including bottleneck course analysis
- And a lot more…

Surveys Regularly Administered by IE

- **Entering Freshman and Entering Transfer Survey**
  - Collected every year on admissions process, high school experiences, view of self, finances, expectations of time at Cal State LA, degree attainment goals
- **Senior Survey**
  - Collected in 2013 and 2015 on time-to-degree, perceptions of faculty, campus community, skill development, time allocation, plans after graduation, different areas of satisfaction
- **Baccalaureate Alumni Survey**
  - Conducted since 2015 targeting recent graduates, early career, and mid-career, regarding undergraduate education experience, current activity/employment, career, pursuit of additional education, education-related debt
- **National Survey of Student Engagement (NSSE)**
  - Administered in 2014, 2017… with freshmen and graduating seniors focused on student engagement (academic challenge, learning with peers, experiences with faculty, campus environment) and advisement

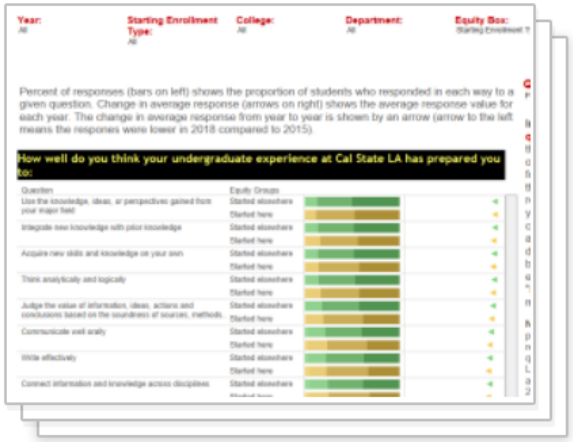
IE Website

http://www.calstatela.edu/InstitutionalEffectiveness



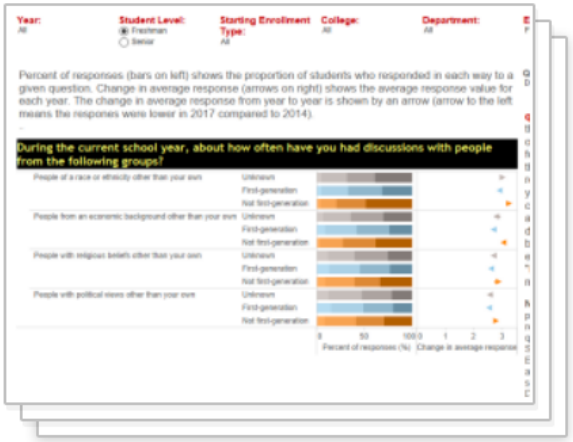
IE Dashboard

http://www.calstatela.edu/InstitutionalEffectiveness



Senior Survey

63 views ☆ 0



NSSE Survey

38 views ☆ 0



Degrees Awarded

35 views ☆ 0

… and other data; you can also **email** them for additional information.

If you are going through **Program Review**, they have created a customized webpage!

Activity 2 : Existing Data

- What data source (s) could inform your program?
- What question (s) could these sources help answer?

Capitalize on Existing Assessments Used within the Program

- **Re-examine** assessments used in the past.
- Find out what **course-based assessments** are used by faculty.
- Are any faculty **willing to share results** from their course-based assessments?
  - *Faculty who have participated in CETL course redesigns have results assessing the effectiveness of their practices.*
- Brainstorm how these can be ***expanded*** to inform about the effectiveness of the program as a whole.

Example Strategies of Department-Wide or Program-Level Assessment

- Administering **standardized tests** to a sample of students
- **Embedding** a set of items measuring the PLO into **final exams** of several class sections
- Collecting products (such as papers, posters, etc.) from several classes and scoring them with a **common rubric**
- Creating a **common assignment** for a set of classes and collecting the scores (graded with a common rubric) from instructors
- Asking students to **self-reflect** on their achievement of the learning outcome
- Conducting **focus groups** with students

Why Rubrics?

- Chance for faculty to **explicitly articulate and specify criteria** for evaluating student learning

- Student work can be scored to **examine** for which skills are they meeting **expectations** and which need **improvement**

Comm Effectiveness Rubric for a Poster

		Exceeds Competency (3 points)	Meets Competency (2 points)	Does Not Meet Competency (1 pt.)
Content	Introduction	Concisely described background information is logically related to hypotheses	Information is relevant but may be too wordy	Information is confusing or not clearly related to hypotheses
	Method and Results	Easy to understand method and results	Describes method and results, but clarity could be improved	Difficult to understand methods and/or results
	Discussion	Connects findings to other research, thoughtful description of implications or future research	Describes conclusions and future research, but may not connect to other research	Description of conclusions is confusing and implications are unclear
Style and Format	APA Format Citations	An occasional error, but demonstrates knowledge of rules	Minor errors in format, but cites appropriately	Major errors and/or missing citations
	Syntax and Use of Language	An occasional error	Some errors (can be repeated) but not distracting	Errors make it difficult to understand
	Style	Visually engaging, professional, neat, and organized	Info. is organized, but may be visually boring or crowded with too small font	Components are difficult to follow or hard to read, may look messy

Total Scores
15-18 Exceeds Competency
12-14 Meets Competency
8-11 Approaching Competency
3-7 Does Not Meet

Assessment Resources

Association of American Colleges and Universities (AAC&U) VALUE rubrics

- **Intellectual and Practical Skills, including**
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
- **Personal and Social Responsibility, including**
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning

Assessment workshop 3: Using VALUE Rubrics… November 13, 2020

Activity # 3: Assessment Plan

- **Pick 1 PLO and brainstorm a plan:**
  - What assignment or activity will you use?
  - How will you score student achievement?
  - What classes would you target for sampling and when?
  - Which faculty will be responsible for coordinating data collection? Data analysis?
  - How will you analyze the results? Will you disaggregate results in some way?
  - How will results be shared, discussed, and used to make changes?
  - When will the PLO be assessed again?

Closing the Loop: Strategies for Effective Use of Assessment Results

- **Present results** at department meetings or retreats **to stimulate faculty discussion** on student learning and pedagogy
- You might also:
  - Present results to **student groups** or within **key classes** to engage students in their own learning
  - Report results on the website to **demonstrate student achievement** or **raise awareness of learning goals**
  - Seek input from **alumni or employers** to improve practices

Using Results to Create A Culture of Evidence

- Use results:
  - To examine skill development **across the curriculum**
  - To examine curriculum content coverage and areas for **program modification**
  - To improve instruction and introduce **new pedagogies**
    - Contact CETL for resources and support
  - To improve and refine your **assessment process/methods**
  - To create an **ongoing assessment plan to ensure sustainability!!**

The 5-Year Assessment Plan

	20–21	21–22	22–23	23–24	24–25
PLO1	Action plan and timeline				
PLO2		Action plan and timeline			
PLO3			Action plan and timeline		
PLO4				Action plan and timeline	
PLO5					Action plan and timeline

Comprehensive 5-Year Assessment Plan

ILO	PLO	SLO	Course where each SLO is assessed	Assessment activity/ assignment used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – how often SLOs will be assessed	How data/ findings will be quantitatively or qualitatively reported	Designated personnel to collect, analyze, and interpret student learning outcome data	Program data/ findings dissemination schedule
				Specify the embedded assignment such as oral pres., written exam, essay, etc.		Collect for each class & analyze every other year, etc.			

Next Steps

- What have you learned today that you want to share with others in your department?
- Write down 1-3 you can do **this semester** to keep your assessment momentum going?

Questions?





Thank You!